



Academic Quality Procedure

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1. Associated policy

This procedure has been developed in conjunction with the *Training and Assessment Policy*.

2. Scope

Where this procedure refers to CIT, it includes CIT Solutions.

Academic reviews and internal audits are compliance and quality assurance processes, initiated by CIT, to assess the institute's performance against a wide range of legislated and regulatory requirements, and quality standards, including:

- [VET Quality Framework](#)
- [Canberra Institute of Technology Act 1987](#)
- [Education Services for Overseas Students \(ESOS\) Framework](#)
- *Skills Canberra and CIT Memorandum of Understanding – Subsidised Training*
- [NSW Smart and Skilled Contract](#).

Academic reviews and internal audits are separate from, but may contribute to:

- management initiated audits and reviews
- audits initiated and conducted by externally appointed auditors.

This procedure applies to all CIT staff and all nationally recognised training on CIT's scope of registration.

This procedure is to be read in conjunction with the *Training and Assessment Policy*.

3. Procedure

Courses subject to academic review and internal audit will be selected using a risk management approach and assessed using a targeted sampling strategy where appropriate.

Academic review tools and methodology will be tailored as necessary by the Education Quality Head of Department for each academic review or internal audit.

Academic reviews and internal audits will demonstrate:

- ethical conduct – trust, integrity, confidentiality and discretion
- fair presentation – obligation to report truthfully and accurately
- due professional care – application of diligence and judgement in auditing
- independence – independent, unbiased assessment of CIT operations
- an evidence-based approach – audit evidence must be verifiable.

While some academic reviews and internal audits will aim to measure straightforward compliance with clearly defined standards, others will include broader sets of objectives aligned to the CIT self-assurance system. The specific objectives of each academic review/internal audit will consider:

- management priorities
- progress towards achievement of key institute objectives
- the need to further investigate issues from client satisfaction surveys, student or employer complaints, or other academic quality reviews and audits
- identified or potential risks to achieving institute goals
- compliance with all relevant legislative, regulatory requirements and relevant standards.

3.1.1 Annual internal academic review schedule (Schedule)

A Schedule of academic reviews will be maintained by the CIT Education Quality team.

In consultation with relevant staff, the Audit, Risk and Corporate Governance Executive Branch Manager will:

- undertake a risk assessment to identify areas for internal review
- submit recommendations to Academic Council for endorsement by the Executive Management Committee.

The Schedule will indicate:

- areas of the institute's operations to be reviewed – teaching area, training products and locations
- rationale for the reviews
- the period during which the reviews will occur.

The annual Schedule will be drafted by December in the preceding year and will retain capacity to initiate additional reviews as required. In this respect, the Schedule is a working document.

3.1.2 Academic reviews

In the context of this procedure, an academic review is an inspection to quality assure the compliance of CIT's training and assessment. Academic reviews may focus on the quality of:

- training and assessment strategies
- trainer skills matrices
- student files
- any part of the assessment system
- any area of potential risk to academic quality.

Step	Action	Responsibility
1	Distribute the Schedule of academic reviews at the commencement of each academic year.	Executive Branch Manager, Audit, Risk and Corporate Governance
2	Notify the Education Design and Delivery Lead, College Director and Head of Department by email at least 10 working days prior to the academic review, including information about the review sample and format of the review.	Head of Department, Education Quality
3	Complete desktop review. Provide written feedback to the Education Design and Delivery Lead, College Director and Head of Department.	Education Quality team
4	Convene and conduct a face-to-face meeting with the Education Design and Delivery Lead, College Director and Head of Department to discuss review outcomes and agree rectification timeframes.	Executive Branch Manager, Audit, Risk and Corporate Governance Head of Department Education Quality
5	Action rectifications in a timely manner.	Education Design and Delivery Lead
6	Review rectifications and recommend to Executive Branch Manager, Audit, Risk and Corporate Governance, if an internal quality audit is required.	Head of Department, Education Quality
7	Report academic review outcomes to Academic Council and the Executive Management Committee.	Executive Branch Manager, Audit, Risk and Corporate Governance

3.1.3 Internal academic audit

An internal academic audit will occur when a scheduled review or stakeholder complaint has identified systemic issues.

3.1.4 Pre-audit

Step	Action	Responsibility
1	Notify the Education Design and Delivery Lead, College Director and Head of Department in writing that an internal academic audit will proceed.	Executive Branch Manager, Audit, Risk and Corporate Governance
2	At least ten working days prior to the internal academic audit, email the Education Design and Delivery Lead, relevant College Director and Head of Department, to confirm timing and format of the internal academic audit.	Head of Department, Education Quality
3	Undertake desktop audit, using evidence accessed directly from a range of systems prior to the academic audit. Store evidence gathered during the desktop audit in the designated central repository.	Education Quality team
4	Record audit evidence in the relevant area of the Shared Drive.	Education Quality team

3.1.5 At audit

Step	Action	Responsibility
1	Complete the following steps: <ul style="list-style-type: none"> entry meeting – with the Education Design and Delivery Lead, College Director and Head of Department, to explain the on-site academic audit process tour the campus or site (if required), to observe the physical environment where training is delivered review documentary evidence to assess if the expected outcomes are met provide a review of the findings and recommendations at an exit meeting. 	Education Quality team adviser

3.1.6 Post-audit

Step	Action	Responsibility
1	Hold post-audit meeting with the Education Design and Delivery Lead, College Director and Head of Department to discuss findings, and responsibilities/timeframe for rectifications.	Executive Branch Manager, Page 2 / 7

		Audit, Risk and Corporate Governance Head of Department Education Quality
2	Draft an academic audit report, detailing rectifications, actions, timeframes and responsibilities.	Head of Department, Education Quality
3	Within 10 working days of the academic audit, send a draft audit report, including rectification dates (where required) to the Education Design and Delivery Lead, College Director and Head of Department.	Executive Branch Manager, Audit, Risk and Corporate Governance
4	Within five working days of receiving the draft academic audit report, review and comment on the draft report and provide any additional evidence to address the gaps identified.	Education Design and Delivery Lead
5	Incorporate feedback and distribute the final academic audit report to the Education Design and Delivery Lead, College Director and Head of Department.	Executive Branch Manager, Audit, Risk and Corporate Governance
6	Return the signed and dated academic audit report, within three days of receipt, to the Executive Branch Manager, Audit, Risk and Corporate Governance.	Education Design and Delivery Lead
7	Add rectification tasks into the consolidated register of audits, actions, follow up reviews. Note and track trends.	Head of Department, Education Quality
8	Complete rectifications within agreed timelines.	Education Design and Delivery Lead
9	Convene and facilitate monthly meetings with Education Design and Delivery Lead and College Directors to discuss academic audit findings and trends.	Head of Department, Education Quality

10	Distribute the consolidated Register of Outstanding Audit Actions on a quarterly basis to College Directors and Heads of Department for update. Allow teams five working days to report on progress against academic audit actions.	Head of Department , Education Quality
11	Report progress on outstanding academic audit action items within five days of receipt of each quarterly report.	Education Design and Delivery Lead
13	Report to Academic Council at the end of each quarter on progress against academic audit actions.	Executive Branch Manager, Audit, Risk and Corporate Governance

4 Supporting Documents

4.1 Legislation/Regulation

- [Revised Standards for RTOs](#)
- [Canberra Institute of Technology Act \(1987\)](#)
- [Education Services for Overseas Students \(ESOS\) Act](#)

4.2 Policies and Procedures

- [Training and Assessment Policy](#)

4.3 Documents

- [Outcome Standards Policy Guidance](#)
- [ASQA Practice Guides](#)
- CIT Academic Risk Priority Table
- Schedule of quality reviews
- Five-year validation schedule
- Validation template

5 Definitions

Risk management approach	Is an intelligence- and data-driven approach to identifying and assessing risk to the quality of CIT courses. CIT will prioritise risks identified by ASQA, as well as risks identified internally.
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All terminology used in this policy is consistent with definitions in the CIT Policy Glossary.